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# BULLETIN

OF THE

## AMERICAN ASSOCIATION

OF

## COLLEGIATE REGISTRARS

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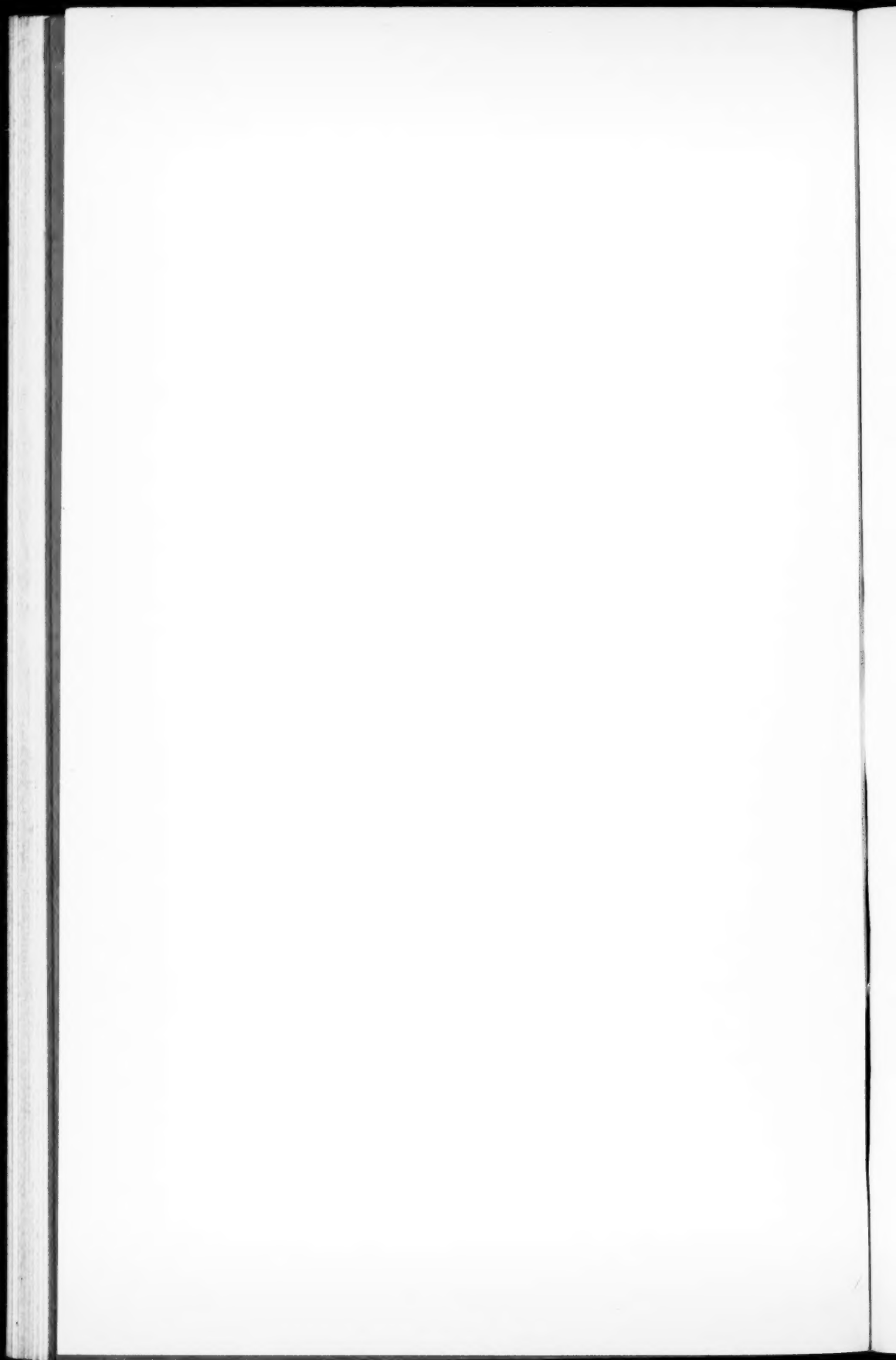
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# BULLETIN OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

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*Volume IX*      JANUARY, 1934      *Number 2*

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## AN ANALYSIS OF MID-QUARTER MARKS IN TERMS OF FINAL GRADE AVERAGES

BEN HUSBANDS

Mid-quarter deficiency reports, based on approximately mid-quarter tests in virtually all undergraduate academic subjects offered at and by The University of North Carolina, Chapel Hill, have been made and published to students and their parents or guardians, since 1920-1921. Some system not markedly dissimilar to the present one was probably used prior to that year, but for the last thirteen years practically the same definite and regular plan has been in effect.

This practice of attempting to determine student progress scholastically during the quarter, rather than at the end of the quarter and solely on the basis of final grades, seems to have grown out of a desire decades back to qualify as to scholarship those members of the matriculated body who, in whatever capacity, but particularly with reference to athletics, might be representing the institution in inter-collegiate competition. Then, as now, such representation was considered a privilege, but the emphasis was placed on athletics. It followed, therefore, that discreditable scholastic performance was not deemed consonant with worthy and reputable ideals for inter-collegiate athletic activity.

Prior to 1920 preliminary reports on the scholastic stand-

ing of members of the football squad were called for on or about October fifteenth, and of the baseball team on or about March fifteenth of each year. Members found deficient were notified, which notification carried the significance of a warning. Another report was called for on or about November fifteenth for football men, and on or about April fifteenth for baseball men. Any participant then found deficient in the majority of his studies was declared ineligible and debarred from further athletic participation during the term.

To repeat, since 1920-1921 a fairly well organized plan involving all undergraduate academic students, not athletes solely, has been consistently followed in an effort to determine individual standing at or about the middle of each quarter. Tests are given in most courses for the specific purpose of making this determination. The instructors report deficiencies directly to the office of the Registrar, from which centrally located point these are published to the students and to the Deans of the several schools.

The letters W and X are used to denote the deficiency and the degree of the deficiency. The letter W is interpreted as meaning that the student in that subject is doing work of an unsatisfactory nature but that his standing is only slightly, if at all, below the passing point. The letter X is interpreted as meaning that the student's standing in that particular subject is dangerously below the passing point.

Despite the fact that considerable time and trouble, as well as some expense, are involved in this procedure, no effort has heretofore been made to evaluate mid-quarter reports in terms of their predictive value, or in terms of their efficiency as applied to student reaction during the remainder of the quarter.

An examination, or analysis, is herein undertaken. It covers a period of six consecutive academic years, or eighteen quarters. To have extended the study over a greater time limit would have rendered the analysis more comprehensive and, perhaps, more significant. Two factors, however, are offered in extenuation of the time limitation in-

volved: (1) material covering the years between 1920 and 1927, while available to some extent, is not readily usable; and (2) the years covered, 1927-1933, represent a period during which changes in administrative authority and, to some extent, policy, attendance regulations, and readmission requirements took place. The results obtained, and disclosed herein, indicate a fairly close continuity from year to year, which probably, though not positively, would prevail regardless of the length of the period examined.

The purpose motivating this examination, or analysis, has been the hope of determining the predictive value of mid-quarter marks and their probable effect upon the students involved. In the teaching faculty, as well as among administrative units, there are groups who hold to one of three fairly well defined opinions concerning these criteria: (1) these indices are entirely valueless as to predictive value insofar as final course grades are concerned and they have no effect upon students; (2) these indices serve to dishearten and discourage students who, being on or very near the failure margin, actually as well as in attitude, feel that further effort is wasted; and (3) these indices tend to awaken and encourage those whose efforts up to the middle of the quarter have been negligible.

It will be shown hereinafter that from the standpoint of (1) predictive value mid-quarter marks are valuable; that they, in fact, indicate most positively a predisposition for a grade of scholarship, in general, quite in keeping with the mid-quarter trend.

Figure I, for instance, shows that the end-of-the-quarter average, based on each student's complete study schedule, normally three subjects meeting each five hours, lecture or equivalent, per week, fall quarter for six years, for those students who received one mark of W on only one subject was 3.79. (The marking system used throughout this analysis is interpretable as follows: 1.00-4.00, passing; 4.01-5.00 condition; 5.01-6.00, failure. The highest passing mark is 1.00; the lowest passing mark is 4.00.) The winter-quarter average, for six years, 3.74, was slightly better than the

fall-quarter average, and slightly better still was the spring-quarter, six-year, average; namely, 3.71.

Throughout, these averages are observed to be superior to the passing point, 4.00, but below that mark, 3.00, which is considered a fair and substantial grade of scholarship.

Passing on from those students whose mid-quarter achievement is marred by a single W (Figure I) we find that the next mark, X, tells a vastly different story. It is to be remembered, of course, that X signifies work of an inferior quality, decidedly below the passing point up to and at the time of the mid-quarter reporting. The final average on each deficient student's entire course scheme, such student receiving one X on one subject only, for the six year period runs as follows: fall quarter, 4.21; winter quarter 4.08; spring quarter, 4.07. These averages, it will be noted, are consistently below the passing mark of 4.00. The winter and spring quarters show improvement over the fall quarter, but the seriousness of one mark of X in terms of a student's entire schedule is apparent.

Students receiving two marks of W on as many subjects at mid-quarter develop an average, six-year period, as follows: fall, 4.31; winter, 4.34; spring, 4.25. Over the years in the minds of teachers and administrative officials a conceptual parallel has grown up which equates two marks of W with one mark of X. Actual averages, however, point to the fallacy of this theory, since between one X and two marks of W there is shown to be a fall-, winter-, and spring-quarter difference of 0.10, 0.26, and 0.18, respectively, in favor of one X.

Marks of X and W for one student on as many subjects reveal the averages following in fall, winter, and spring order: 4.54, 4.67, and 4.32. Between the XW combination, the WW combination, and the cases of W and X one observes with interest perhaps, that the fall-quarter average is not the year's worst, as was the case with the W and X averages. For some reason not readily comprehended the XW and the WW averages show a lower level for the winter quarter than for either the fall or the spring quarters. One

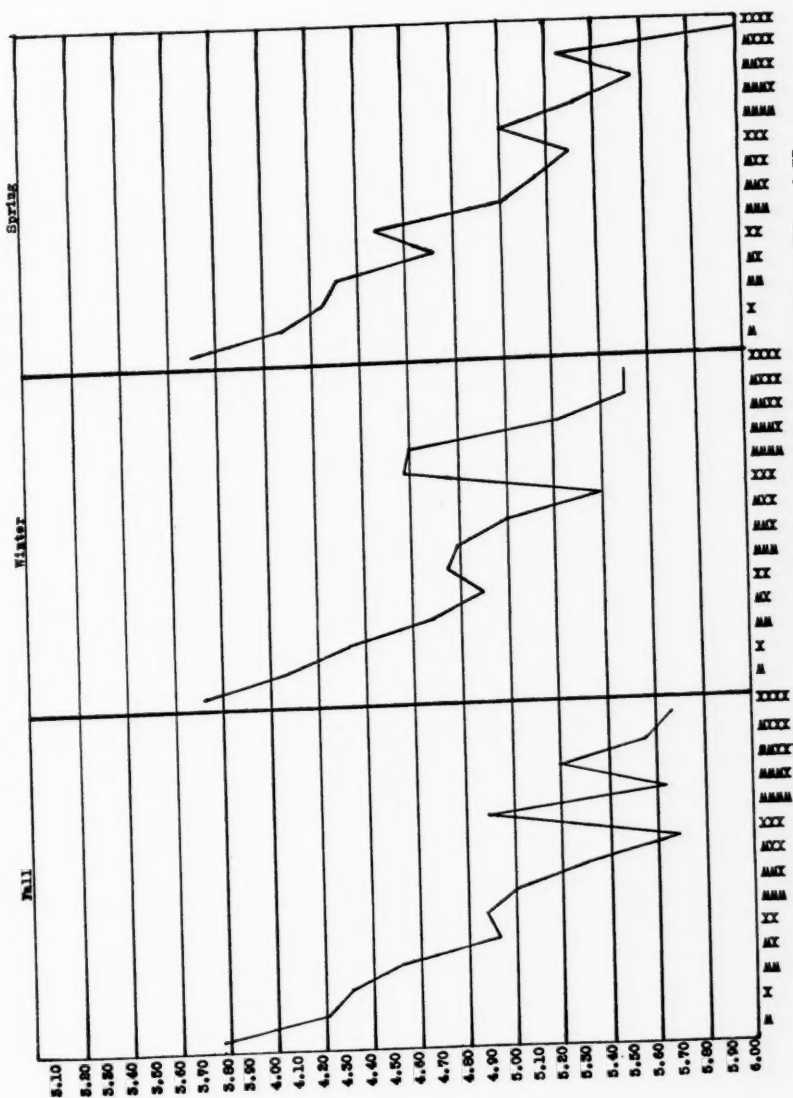


Fig. 1. End-of-the-quarter average for single deficiency marks of W and X and combinations of these.

might reasonably anticipate progressive improvement, taking the fall quarter as a base; but, strangely enough, this is not true with respect to these two groups.

Proceeding to a consideration of the recipients of two marks of X, it is found that these averages run in this wise: fall, 4.94; winter, 4.88; spring, 4.76. Very manifestly true is it that two-X students may reasonably expect to salvage little from so poor a mid-quarter achievement.

Slightly upward do we see the curve (continuing Figure I) rise for the three-W averages, these, quarterly, being: fall, 4.88; winter, 4.75; and spring, 4.47. The XWW averages incline downward again, the fall and spring quarters touching the condition point (5.00) and the winter quarter going up to 4.79.

TABLE I  
PERCENTAGE DISTRIBUTION OF THE SEVERAL  
COMBINATIONS FOR THE WHOLE PERIOD

Mark Combinations	Fall	Winter	Spring
W	43.34	49.35	49.34
X	15.66	17.62	17.48
WW	13.02	11.94	12.81
XW	10.78	10.53	10.71
XX	3.84	3.00	2.52
WWW	2.90	1.89	1.86
XWW	4.60	2.97	2.74
XXW	2.79	1.49	1.64
XXX	1.00	.46	.03
All others	2.07	.75	.87

Those achieving the XXW combination incline downward in determined fashion, the fall-winter-spring averages running 5.32, 5.00, and 5.16. Fall-quarter three-X recipients stand the slightest chance of all to retrieve themselves from scholastic disaster, their average being 5.68. Considerable improvement is observed for these in the winter quarter, as compared with the fall, the winter-quarter average being 5.38. Still better is the spring-quarter average of 5.29. Of the three-X recipients there are, fortunately, few, even as there are only a few who on as many as four subjects achieve



a deficiency mark at mid-quarter. A very appreciable gain for four-W recipients over three-X recipients is shown.

To indicate the relative importance of the several combinations of deficiency marks, including single marks of W and X on one subject only, the percentage distribution of the whole for the six-year period is given in Table I.

A proportion slightly in excess of 2 out of every 5 undergraduate academic students is affected by a mid-quarter deficiency mark, or combination of marks. Of these, a proportion somewhat in excess of 50 per cent is affected by a deficiency mark of X, or some combination of more sinister significance. Stated another way, at the middle of each quarter it is possible to predict with positive accuracy that a proportion in excess of 20 per cent of the entire undergraduate academic enrollment is, in the light of past experience (the last six years) doomed irretrievably to achieve a scholastic average below the passing point.

Figures II, III, and IV, a departmental analysis of W- and-X marks over the 1927-1933 period, deal solely with the eventual grades attained on courses on which a W or an X was received at mid-quarter. In examining these figures it will perhaps be well to remember that the same weight can not be attached to all departments. Some enroll a large number of students, English, for instance, enrolling more than any other department, whereas some others, such as Latin and sociology, enroll, relatively speaking, only a few. Several departments have been omitted from Figures II, III, and IV because of the fact that they attract few students. Greek, comparative literature, journalism, music, philosophy, and rural social economics have been omitted.

One must be impressed immediately with the fact that the W-line during the fall quarter shows only one dip into the zone of grades passing, 4.00 or better, this being psychology. Geology and botany, both minor departments from the standpoint of enrollment, follow next closest to the passing line. Fearful fatalities are observed in the instance of the romance languages, namely, French and Spanish, honors going to the latter named with an all-quarter, all-low of 5.50,

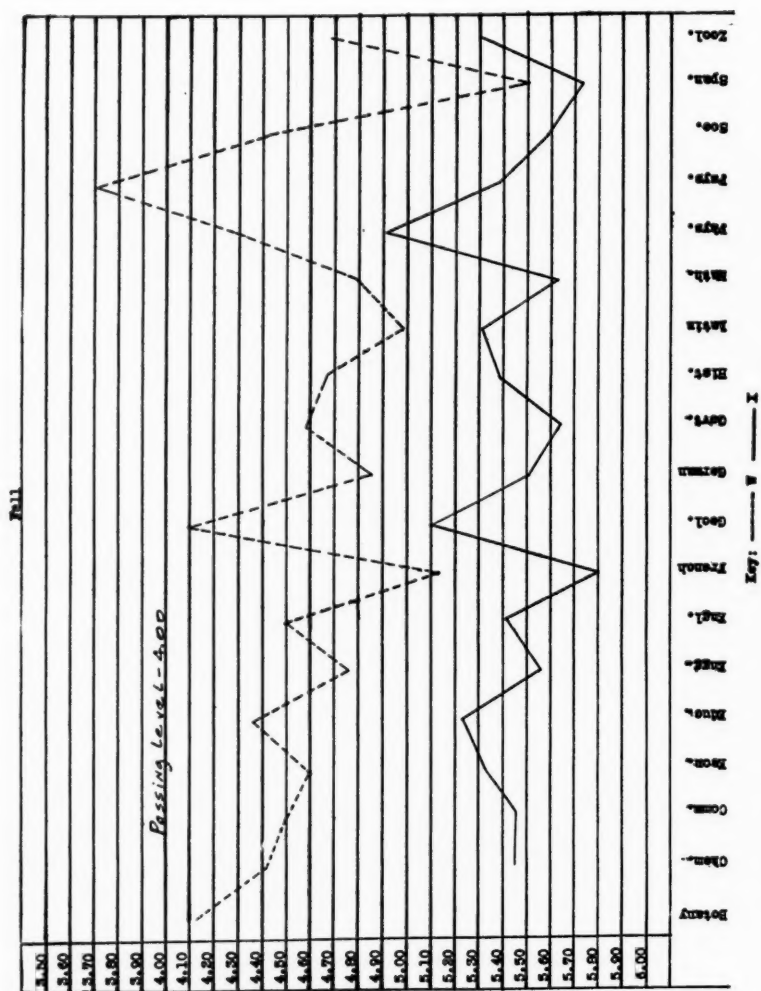


FIG. II. A departmental analysis of W-and-X marks in terms of eventual grades.

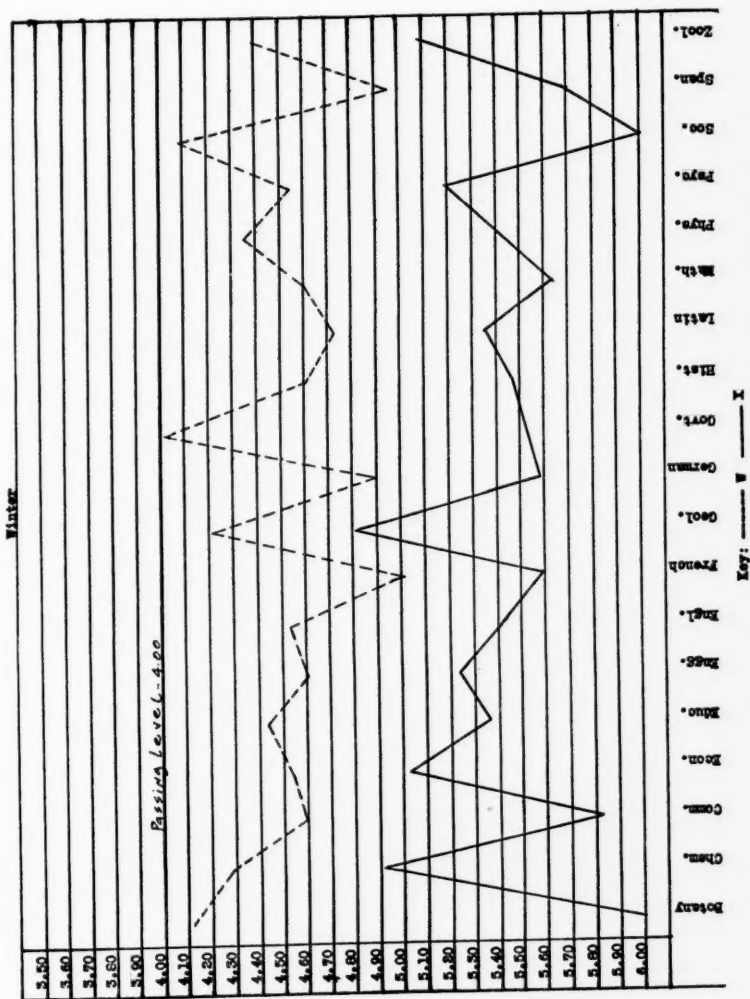


Fig. III. A departmental analysis of W-and-X marks in terms of eventual grades.

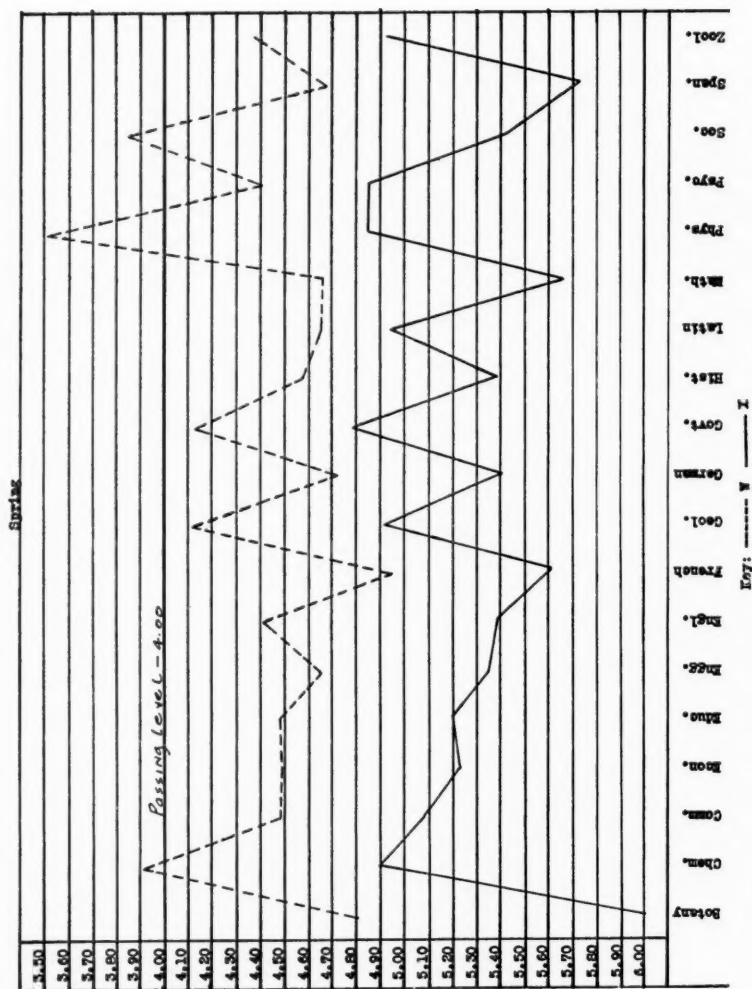


Fig. IV. A departmental analysis of W-and-X marks in terms of eventual grades.

a mid-way point between conditioning and failure. French follows, fall quarter, with a dismal low of 5.13. English touches something approximating the fall-quarter median with 4.50.

The X-line, fall quarter, does not rise upward even to the condition point, 5.00, but once and that in the instance of physics, with 4.91. A departmental X in the fall quarter is most fatal in French, with an average only 0.20 above a flat average of failure, or 6.00. Spanish follows closely with an average of 5.73.

In a sense, winter-quarter departmental averages on the basis of a mid-quarter W are inferior to fall-quarter averages inasmuch as the passing line is not touched. But the general trend is upward and, on the whole, progressive improvement, though slight, is observed. French and Spanish, with German a close third, lead the parade.

The winter-quarter X-line shows more violent fluctuations than either the fall, already considered, or the spring, to be considered. Botany and sociology achieve the ultimate in imperfection, namely, failure, with physics behind only by inches, figuratively speaking. Geology and chemistry incline upward in a wholesome fashion.

Compared with the two preceding quarters, the spring-quarter W-line is encouraging. No fewer than three departments attained the passing line, these being chemistry at 3.92, physics at 3.52, and sociology at 3.86. French, again, leads with a low of 4.94, almost a condition, while botany displaces Spanish, the former with 4.81 and the latter with 4.77.

In the matter of marks of X, botany, it appears, declared a moratorium on everything except failures after the fall quarter, spring following winter with a flat failure. Spanish asserts itself again and brings up the ranks with 5.73, with mathematics following closely, 5.66. The level maintained by mathematics throughout with reference to W as well as to X is striking. Without examining all departments from this angle, it seems most probable that there is more regularity of significance attached to a mid-term deficiency mark

in this department than elsewhere. The averages: W: 4.79 for fall, 4.60 for winter, and 4.66 for spring; X: 5.63 for fall, 5.64 for winter, and 5.66 for spring. It seems likely that the precision associated with mathematics as a science may account for the proximity to each other of these respective averages.

Figures V-a and V-b encompass the undergraduate academic divisions of this institution, distributed by classes, and show how marks of W and X eventuate with respect to an average for the three regular quarters of the academic year.

One usually expects the classes beyond the freshman, or first-year, group to manifest improvement from all angles as college or university students in contrast with freshmen. The first-year class has to pass through a seasoning process from which its members, theoretically at least, emerge adjusted to the tempo of college or university work.

Figure V-a tends to prove this assumption, with exceptions as usual. During the fall and winter quarters Arts and Education freshmen take positions at opposing points on the scale. The Arts people approach the condition line in the fall and show positive improvement in the winter; the Education group in the fall has an average superior to that of any other division, but touches the ladder's low rung in the winter. The Education folks improve in the spring, but their position continues to be the least enviable of all considered and included.

The second-year, or sophomore, line indicates an inclination on the part of second-year students to profit by their previous academic experiences. In the winter quarter the Engineering sophomore line intersects with the freshman line. As these relate to other scales it is not distressing to observe this intersection since both are in the upper brackets. A strange and unaccountable downward pull is shown throughout Figure V-a in the case of Engineering juniors. Except for freshmen in other divisions Engineering juniors perform less commendably, having marred their records at the mid-quarter with a W, than any other class or division. It is perhaps surprising to observe how seniors



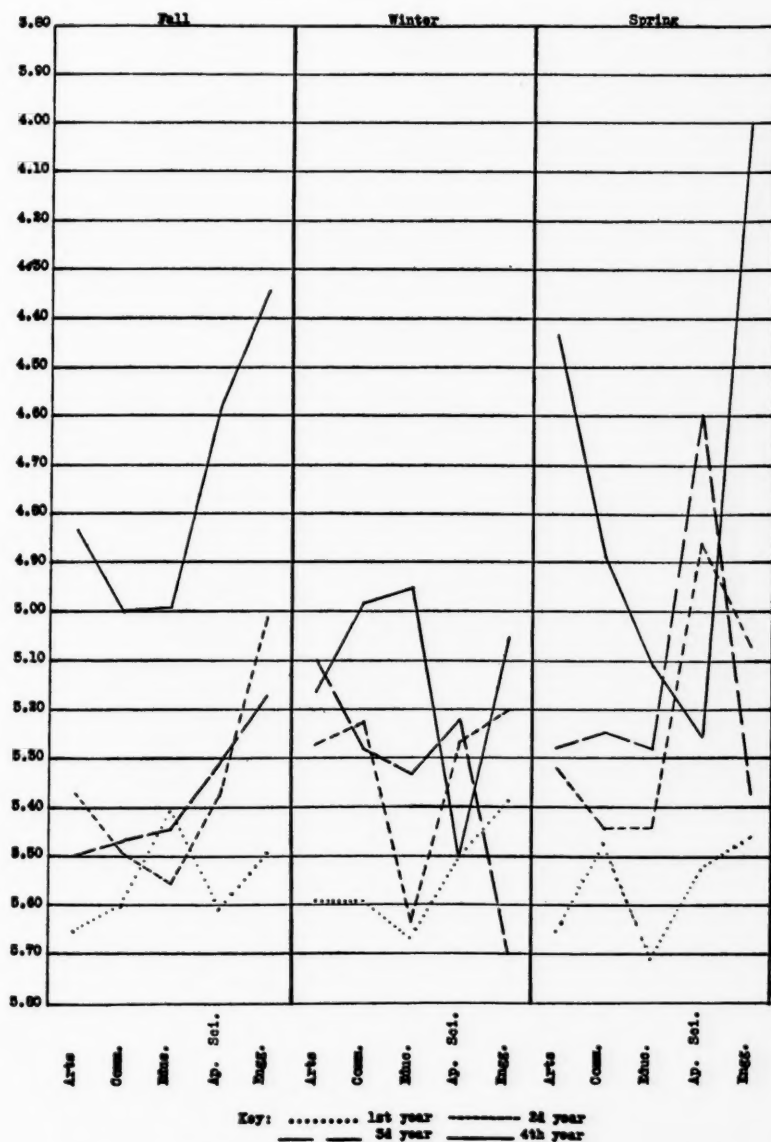


FIG. V-a. W marks are treated in terms of final grades distributed by classes (first-, second-, third-, and fourth-year) and by the division of the institution in which these were enrolled.

cling to an average not far removed from that of sophomores and juniors, except Arts and Engineering seniors, albeit there are more violent fluctuations between divisional senior groups than elsewhere.

Figure V-b has to do with recipients of X mid-quarter marks. In the fall quarter the seniors alone appear disposed to disallow the usual fatality accompanying this mid-quarter unfavorable indication. They maintain a line considerably removed from that of any other class. The winter-quarter scales form a conglomeration of poor achievement, ranging, in the case of Education and Commerce seniors, from slightly below the condition point to within 0.30 of the failure point, 6.00, in the case of Engineering juniors. The most striking deflections are to be found in the spring-quarter scales. One of these is the extraordinary zeal with which Arts and Engineering seniors dispel the shadow of failure attending marks of X; the other is the diametric opposition of the scale points for second-, third-, and fourth-year Applied Science students. These fourth-year people attain the low for all similarly classified groups for the quarter, whereas sophomores and juniors, same division, attain the high quarter mark for their respective classifications. Freshmen all divisions, maintain an unstudied aloofness in the spring quarter, holding fast to the lowest level against all others. Maybe the pace has become too strong towards the year's end for the first-year contingent.

Reverting again to the purpose motivating this study, it appears positively correct to say that mid-quarter marks are valuable criteria insofar as they have to do with an indication of final course grades. Of this there seems to be no possible doubt. But no proof is adduced, and none may be deduced from anything shown herein, which can satisfy anyone that these indices do, or do not, serve to discourage students who have attained, or very nearly attained, the failure margin both actually as well as in attitude. If these indices suggest to the mass of students receiving them that an immediate awakening is necessary, there is no evidence to support a belief that the needed awakening takes place in fact.

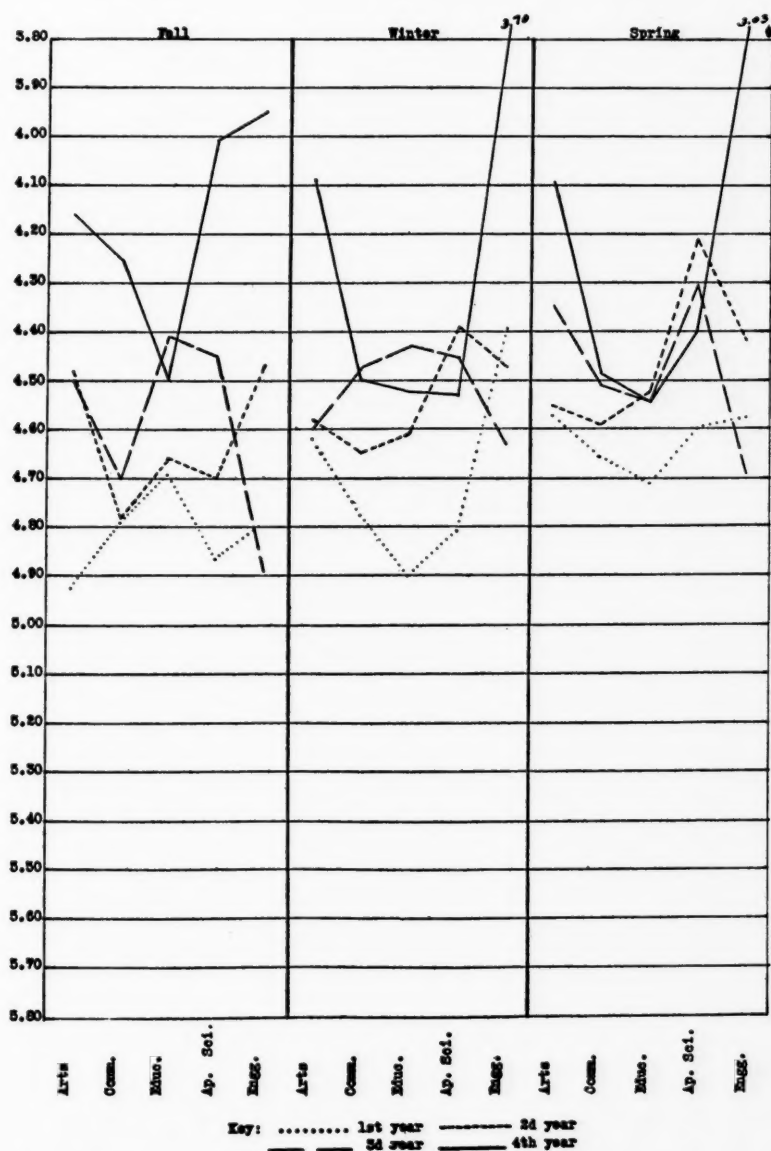


FIG. V-b. X marks are treated in terms of final grades distributed by classes (first-, second-, third-, and fourth-year) and by the division of the institution which these were enrolled.

Numerous and lengthy explanations might be entered into as to why the mortality rate for W recipients and X recipients in, say, French and Spanish is alarmingly high. Opinions of multiple sorts might be adduced covering many phases of this presentation in its entirety. The value of these would be questionable and would leave the basic facts as they are.

If it is admitted that a mid-quarter deficiency mark is a significant indication of end-of-the-quarter achievement, or lack of achievement, then it is apparent that something might well be done in the hope of eliminating, or at least tempering, the undesirable consequences. Some experimentation might reasonably well be undertaken in an effort to reduce the mortality rate and, perhaps, raise the scholastic average of those affected. The urge in this direction becomes insistent when it is remembered that a proportion in excess of two out of every five undergraduate academic students is definitely and positively concerned.

To ignore the certain implications of, say, an XW combination when any quarter, or semester, is only half gone is, seemingly, to evince a disposition to consider an educational institution's function to be that of eliminating unfortunate or unwilling students rather than saving them. A normal quarterly course schedule at The University of North Carolina, Chapel Hill, is three subjects, each meeting for five lecture, or equivalent laboratory and lecture, hours per week. It is perfectly rational to maintain that this load, approximately an universal and conventional academic schedule, is not more than any save a proved moron can successfully carry. But all students here, even as at other universities, cannot be catalogued rationally. A strict application of anything in the way of a conventional course-load to the general average, or majority, will not work with the whole body. We can well afford to interrogate ourselves with respect to these indicative criteria, determining whether or not we shall ignore all signs and portents and allow the two plus out of five proportion to continue to be included with almost positive assurance in each quarter's group of failures.

Granted that fifteen class hours per week are a normal and reasonable load, we still are confronted with the inexorable fact that slightly more than forty per cent of the undergraduate academic enrollment is, quarter after quarter, experiencing difficulty, and extreme difficulty oftentimes, in securing satisfactory final grades. If a student who enrolls for a course in mathematics, along with two other subjects, is the recipient of an X at the mid-quarter testing time, or an X in French, or an X in Spanish, is there rime or reason in his continuing that subject to the end of the quarter when, to lessen his load by one-third and that third his deficient subject, he may salvage two grades of, say, 3.00, which mark is considered fair!

It is fair to ask whether or not the requirement that under such described conditions the subject on which X is received be dropped will effect the assumed improvement in the remaining schedule. To be sure, no one knows, for here at North Carolina at least on one has sought by experimentation, or otherwise, to make this determination. But the Deans of the several (five) undergraduate academic divisions covered in this study have agreed that, beginning with the fall quarter, 1933-1934, a student receiving a two-X combination, or any combination less favorable, will be required to drop one of the subjects on which a deficiency mark of X is received, regardless of whether or not he may be carrying the normal fifteen hours per week, or twenty, as sometimes happens. Such students will be warned at the time that the probability of utter failure, complete failure, is more real than may be apparent to them.

This is admittedly an experiment and may be discontinued at any time. It may not possess the virtue with which it for the time being is clothed but it at least shows that North Carolina's primary concern is with saving, or trying to save, those who seem unable, or unwilling, to achieve their own academic salvation.

## REORGANIZATION OF HIGHER EDUCATION IN NORTH CAROLINA AND GEORGIA

GEORGE A. WORKS

Recent years have witnessed a number of attempts on the part of states to co-ordinate the efforts of their institutions of higher education. Among these states may be mentioned Oregon, Georgia, Mississippi, Oklahoma, North Carolina, California, Texas, and Kentucky. Conspicuous for results achieved in reorganization are Georgia and North Carolina. While sufficient time has not elapsed to permit of any complete evaluation of the results of the efforts made in these two states, a statement of the conditions prior to the efforts to co-ordinate and the conditions under the new arrangements may be of value. In addition, an attempt will be made to indicate some of the immediate consequences of the co-ordination of the institutions.

By action of the Georgia Legislature, all of the state-supported schools of the state were placed under the administration of one governing board. At the time of this action, there were twenty-six institutions in the University System; but, when the Board of Regents actually took over the responsibility, one of the institutions had been discontinued. The institutions remaining were:

School of Technology, Atlanta  
College of Agriculture, Athens  
State Teachers College, Athens  
University of Georgia, Athens  
South Georgia Teachers College, Statesboro  
Georgia State College for Men, Tifton  
State Agricultural and Normal College, Americus  
4th District A. and M. School, Carrollton  
Georgia Vocational and Trade School, Monroe  
Georgia Industrial College, Barnesville  
7th District A. and M. School, Powder Springs



8th District A. and M. School, Madison  
 9th District A. and M. School, Clarkesville  
 South Georgia State College, Douglas  
 Middle Georgia College, Cochran  
 Bowdon State Normal and Industrial College, Bowdon  
 Georgia State Woman's College, Valdosta  
 State Medical College, Augusta  
 North Georgia College, Dahlonega  
 The State Teachers and Agricultural College, Forsyth  
 Georgia Normal and Agricultural College, Albany  
 Georgia Industrial and Normal College, Savannah  
 Georgia Experiment Station, Griffin  
 Coastal Plains Experiment Station, Tifton

The Georgia State College for Women, Milledgeville

Three of these institutions: State Teachers and Agricultural College, Forsyth; Georgia Normal and Agricultural College, Albany; and Georgia Industrial and Normal College, Savannah, of which the last is a degree granting institution, are for Negroes. Space limits will not permit giving further consideration to these institutions in this discussion. The remaining institutions were for whites and may be thrown into four groups.

1. *The district schools of agriculture and mechanic arts.* Of these, there were four limiting their work to the secondary-school level at the time the co-ordination was effected. They were established in 1906 before the general development of high-schools and considerably prior to the time when instruction in vocational agriculture was a part of the program of high school education in Georgia. As institutions, they were extremely useful in their day not only as high schools, when local high schools were lacking, but also as pioneer institutions in developing the teaching of agriculture and home economics at the secondary-school level. The general development of high schools and the introduction of instruction in agriculture and home economics into their curricula had so changed conditions that there no longer existed justification for the maintenance of these schools at the expense of the state.

The heads of several of the district A. and M. schools had realized that these schools in their original form had outlived their usefulness, and they had been able completely or partially to transform them. The institutions at Barnesville, Cochran, and Douglas had extended their programs so as to include the junior-college period, although they still maintained two or more years of secondary-school work entirely at the expense of the state. The South Georgia Teachers College, Statesboro; Georgia State College for Men, Tifton; and the State Agricultural and Normal College, Americus, were all institutions resulting from the evolution of what were originally district A. and M. schools.

2. *Institutions concerned primarily with the training of teachers.* There were three in this group: State Teachers College, Athens; South Georgia Teachers College, Statesboro; and the State Agricultural and Normal College, Americus. These were four-year colleges except the last which offered only a two-year program.

3. *Institutions concerned either with preparation in the liberal arts or in professional and technical fields.* This group was composed of the remaining nine institutions, which were all four-year schools.

4. *Experiment stations.* The state had two agricultural experiment stations, one located at Griffin and the other at Tifton. These stations were independent of each other and each was independent of the state College of Agriculture.

Previous to the establishment of the Board of Regents of the University System of Georgia, which organization became operative January 1, 1932, each of the above twenty-five institutions had its own governing board; each had its own executive head; and each went to the state legislature with such requests for financial support as were deemed desirable. The result was that the Legislature was subjected at each session to pressure from local sources for the expansion and development of each institution—not in terms of the needs of the state, but in the light of local interests and the ambitions of each president for the institution for which

he was responsible. The results were unfortunate. The state had too many institutions, and standards, in general, were low. Georgia, with its relatively limited resources was not in position adequately to finance such a large number of institutions.

At the time the Board of Regents took the responsibility for the twenty-five institutions in the University System there were two legislative restrictions that prevented it from taking certain steps that were necessary if conditions were to be corrected:

1. The Board of Regents could not discontinue any of the existing institutions. This power was entirely in the hands of the Legislature.

2. The legislative appropriation was made to the Board of Regents, but it was made in the name of the member institutions. This left the Board helpless in making readjustments. The Board went to the legislature with the following recommendation:

We recommend that instead of the General Assembly making appropriations to specific institutions for support and maintenance, that a single appropriation be made to the Regents of the University System of Georgia with power in the Board to consolidate institutions, suspend and, or discontinue their operation, merge departments, inaugurate or discontinue courses, abolish or add degrees . . .

The authority requested was granted with but one dissenting vote in the two branches of the Legislature. Beginning July 1, 1933, the Board was by this action placed in position to make changes in the University System.

As a result of action made effective since that date, the University System of Georgia has been reorganized so that it consists of the following member institutions for whites:

- University of Georgia, Athens
- School of Technology, Atlanta
- The Georgia State College for Women, Milledgeville
- South Georgia Teachers College, Statesboro
- Georgia State Woman's College, Valdosta
- State Medical College, Augusta

Two normal schools, one at Carrollton and one at Americus

South Georgia State College, Douglas

North Georgia College, Dahlonega

Middle Georgia College, Cochran

Abraham Baldwin School of Agriculture, Tifton

The last four of the institutions do not carry their work above junior-college level.

The reorganization was brought about by the following changes.

1. *The discontinuance of certain institutions.* All of the work of a secondary-school grade was discontinued whether it was in an independent institution or a part of the program in connection with a junior college. The acceptance of this policy resulted in the discontinuance of four institutions and the dropping of high-school work at three others. In addition, one four-year college and one junior college were discontinued.

2. *Consolidations.* The College of Agriculture and the State Teachers College, both in Athens, were made integral parts of the University of Georgia; and the two experiment stations were made a part of the research organization of the College of Agriculture.

3. *Transfers of work.* The School of Technology was the chief engineering school of the University System but a curriculum in civil engineering was offered at the University and one in mining engineering had been offered at North Georgia College. All work in engineering is now consolidated at the School of Technology. There were two four-year curricula in business administration, one at the University and one at the School of Technology. All of the resident instruction in this field has now been consolidated at the University.

There were a number of other changes of a minor character which were designed to reduce the duplication of effort in the institutions and to give to the state a more effective program of higher education. Much remains to be done, but

it is doubtful if even the chief educational institutions of the University System could have come through the present period had it not been for the vigorous action that was taken by the Board. If continuation of all the institutions had been necessary, it would have crippled all of them badly.

Prior to the action that was taken by the Board of Regents, Chancellor Charles M. Snelling had enlisted the interest of the General Education Board in furnishing funds for a study of the situation.

The Survey Committee made two important recommendations that have not thus far been put into effect. One of these was the discontinuance of the State Medical College. This suggestion was based on the inadequacy of the present school, the presence of a medical school at Emory University, and the general situation with reference to facilities for the training of physicians. The second proposal was that junior colleges should be considered as a part of the program of secondary education and be maintained by a combination of local and state support. This is a change that will of necessity have to come about gradually.

The conditions presented in North Carolina prior to such reorganization as has been effected were in some respects different from those in Georgia. The plans for coordination in Georgia included all of the state-supported institutions. In North Carolina, the teachers colleges were omitted. In 1931, the General Assembly passed legislation under the title "An Act to Consolidate the University of North Carolina, North Carolina State College of Agriculture and Engineering, and the North Carolina College for Women into the University of North Carolina." The Act throughout refers to the "consolidation" of the three institutions, but it specifically provides that each of the institutions named shall remain in its present location.

Provision was made for the appointment by the Governor of a survey Commission of twelve members. In addition, the Governor was ex officio chairman. The main functions of the Commission as stated in the legislation were:

"1. To work out a scheme to bring about a unification of the executive control in the University of North Carolina, North Carolina State College of Agriculture and Engineering, and the North Carolina College for Women, so that each of said institutions may best serve the State and the needs of the people.

"2. To unify and coordinate the general educational program of the University of North Carolina as herein provided for.

"3. To work out a scheme in which, and through which, all the problems arising from the consolidation of the three existing institutions into the University of North Carolina may, in their opinion, be best solved.

"4. That the final location of all schools, departments, and divisions of work now located at any of the three institutions shall be subject to the study and recommendations of the experts and the commission without prejudice by any provisions in this bill."

The legislation establishing this Commission provided for one Board of Trustees for the three branches of the University after July 1, 1932. The Commission was authorized to obtain assistance from without the state for the purpose of studying the conditions and reporting the findings to the Commission. In turn the Commission was required to report to the Board of Trustees of the "consolidated" University not later than July 1, 1932.

The work of the survey Commission and the action of the trustees of the consolidated University have resulted in the establishment of an organization that operating over a period of years should be able, as far as the three institutions are concerned, to give a much greater measure of unity to the state's program of higher education than it was possible to realize under the old organization. Provision was made for one president for the consolidated University with a vice-president at each of the branches. The integration on the financial side was secured through the appointment of a comptroller who is responsible to the president. Pro-



vision was made for an Administrative Council for the president consisting of the following members:

1. One member to be chosen by the faculty of each branch of the University.
2. The vice-president of each branch.
3. Nine members to be appointed by the President with due regard to the size of student body, number of departments, and size of faculty at each of the branches.

In addition to the faculty organization at each of the branches, it was recommended that a Senate be established for the "consolidated University" to consist of persons with the rank of assistant professor or higher. These features have been accepted with such modifications as expediency has made desirable.

The Survey Committee, consisting of persons from outside the state, as its main recommendations regarding the allocation of functions, made two suggestions:

"1. The transfer of State College from Raleigh to Chapel Hill. In making this transfer, it may perhaps be wise to make provision for leaving a program of general education carried through the junior-college level at Raleigh. Whether this should be entirely state supported or maintained by a combination of state and local support should be determined by the state's future policy regarding the maintenance of publicly supported junior colleges.

"2. The transfer from Greensboro to Chapel Hill of the forms or professional and specialized training that are now found at Greensboro. In the recommendations which follow, exceptions to this general rule are made in the case of the professional training of teachers and of the work in secretarial science. The state should adhere in the future to the policy of locating at Chapel Hill such new types of specialized and professional training as are a part of the University system.

"The Survey Committee believes these solutions offer the greatest promise of making the new University most useful to the state with the minimum expense. Not to give frank

expression to this conviction would be most unfair to the state."

As might be expected, the first of these recommendations met with a storm of opposition, particularly from the alumni of State College and the Chamber of Commerce, at Raleigh, neither of which could reasonably be expected to view the questions involved from the viewpoint of the state as a whole.

A brief analysis of conditions will help in an understanding of the basis for the first suggestion made by the Survey Committee. The University at Chapel Hill and the State College at Raleigh each had a four-year curriculum both in engineering and in business administration. A superficial view of the situation would lead one to suggest that the engineering should be transferred to State College and the work in business administration be placed at Chapel Hill. The Survey Committee rejected this adjustment for the following reasons:

1. The work in engineering at Chapel Hill had been developed on a very high level. While the engineering school was not large, it was undoubtedly one of the best engineering schools in the South.

2. The work in the basic sciences and in mathematics was pitched on a higher plane at Chapel Hill than at Raleigh. To bring the work at Raleigh to the level necessary for the maintenance of a high-grade school of engineering would call for the development of expensive departments of physics, chemistry, biology, and mathematics. These departments were already in existence at Chapel Hill.

3. The arguments for the intimate relationship between engineering and the basic sciences have equal force in the case of agriculture at the professional level. Furthermore, recent developments in this field make it evident that the social sciences are intimately connected with the development of a sound program of education in agriculture.

4. Certain values are gained from the intimate intermingling of students and faculties in such fields as engineering, agriculture, medicine, law, and liberal arts. The full benefit

of these relations are obtained only through having students in these diverse fields on one campus.

5. The University at Chapel Hill has one of the best university libraries in the South. This has been built up over a period of years. The library at Raleigh is distinctly second rate.

Nearly two years have elapsed since this recommendation was made, and the writer, who was a member of the Survey Committee that made the proposal, has had occasion since to consider the matter from numerous angles. This consideration has only matured the view that the state of North Carolina neither needs two universities, nor does it have the resources with which to maintain two good universities. Therefore, if the state is to maintain one high-grade institution, serving all the great basic needs of the state, it will be necessary for the state to unite at one place the efforts and funds that are now being expended at Chapel Hill and Raleigh.

Some minor reallocations of functions were brought about as a result of the consolidation. The work in business administration and also in library science was concentrated at Chapel Hill. The training of elementary-school teachers was abandoned at the University and concentrated at Greensboro, in so far as the consolidated University was concerned. Provision was made for one Director of Graduate Studies.

The foregoing descriptions make it evident that the reorganization that has been effected in Georgia is more complete than that which has thus far been brought about in North Carolina. The latter state, however, also has an organization by which a program may be evolved ultimately that rests on service to the state as a whole rather than on community interests or "institutional rights." Each state is to be congratulated on the extent to which it has gone in grappling with the problems involved in the coordination of state-supported higher education—a problem that faces many states at the moment.

## A LIMITLESS ALPHABETICAL INDEX

WILLIAM S. HOFFMAN

Apparently no index is available that can be expanded, without limit, as a file increases in size. All of us have had the experience of being compelled to discard a set of indexes, not because they were worn out, but because the contents of the file had expanded, in one or two places, beyond the point where it was easy to locate a given item, quickly.

For instance, the standard index with one thousand divisions is impractical in the file of students enrolled for a single year at The Pennsylvania State College although, with 5,000 students, the average number of names to a division would be only 5. In this standard set at least seventy-five surnames occur but the frequency of such names in the usual 5,000 enrollment is such that some indexes would be followed by vacant spaces, while there would be 54 cards for students named Miller, and 64 for those named Smith, behind the indexes for these surnames.

It is clear at once that any expandable index must be able to break up such long name lists. The system devised for use in the Registrar's office at The Pennsylvania State College does so, and until such time as the number of persons having the same three names does not exceed twenty-five or thirty, the system is limitless. So far no such instances have been discovered for students named Jones, Miller, or Smith.

Following is a description of the index. The space to be allowed for index tabs is divided into ten equal parts. The first two are printed with the letters of the alphabet (plus *Mc*), in upper case letters followed by lower case *a*'s, except in the case of *Mc*, which is followed by an upper case *A*, and *Q* which is followed by a lower case *u*. The second space is reserved for lower case letters, other than *a*, for all second letter divisions that are needed, (upper case letters being used for the second space divisions following *Mc*). A file with these divisions only would look about as shown

in Figure 1. The next four divisions are used for the third, fourth, fifth, and sixth letters of the surname as space determines, different colors being used for each space. Thus it is possible to spell out the first six letters for any name as need

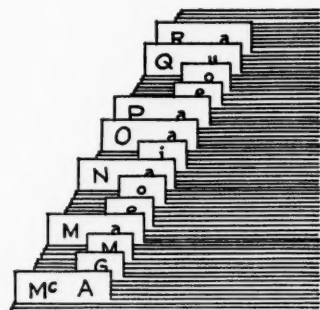


FIG. 1.

arises in the index. At The Pennsylvania State College, with one file for all students admitted since tracing cloth record sheets were installed in 1927, and who are not at present in attendance, which contains over seven thousand record sheets, only one fifth position index has been inserted and no indexes have been inserted beyond the fifth position. An example of an insertion including five positions is shown in Figure 2.

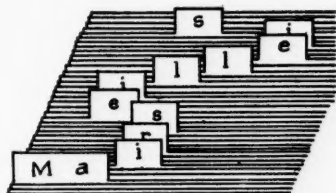


FIG. 2.

Individual surnames that occur so frequently as to necessitate the insertion of an index are taken care of by index tabs two spaces wide bearing the name, the seventh and eighth divisions being used for this purpose. The ninth and tenth divisions are upper case indexes, and furnish initial

letters for first and second given names. In a limited number of cases it has been necessary to insert complete first names and in such instances they are placed in the ninth position. Figure 3 shows such an arrangement.

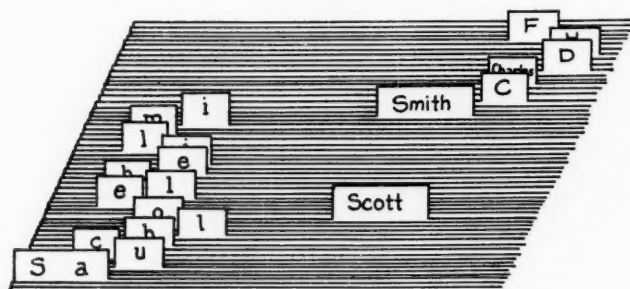


FIG. 3.

Two hundred and ninety-one divisions are used in the file of former students at The Pennsylvania State College mentioned above. With approximately 7,000 record sheets in this file the average number of record sheets to an index is less than twenty-five, and inspection of the record books shows that the indexes are quite evenly spaced.

The letters most frequently used and the number of indexes in this file, by divisions, is as follows:

Space	Letter of name	Example Smith, John, Peter	Number of indexes	Letters used on indexes
1 and 2	first two (if second is "a")	Sa	26	no X
2	second	m	91	c, e, h, i, l, m, n, o, r, t, u, w
3	third	i	94	e, h, i, l, m, n, o, r, s, t, u
4	fourth	t	7	e, k, n, t, l, u
5	fifth	h	1	i
6	blank for sixth if needed			
7 and 8	surname	Smith	67	
9	initial or first name	J or John	5	
10	initial second name	p	0	

The cost of celluloid covered tabbed indexes for sheets size  $9\frac{1}{4} \times 11\frac{1}{4}$ , has never been more than ten cents each, depending on the quantity ordered.

## STANDARD REPORTS OF ENROLMENTS IN COLLEGES AND UNIVERSITIES

GEORGE E. VAN DYKE

In October, 1932, a bulletin entitled, "Suggested Forms for Enrolment Reports of Colleges and Universities" was published by the National Committee on Standard Reports for Institutions of Higher Education. This bulletin deals with the problems incident to the enumeration of students, and describes a method for counting enrolments that is designed to secure comparable information from many different institutions and from varying types of institutions.

The National Committee is established for the purpose of developing principles and forms for accounting and reporting in colleges and universities and to secure the general acceptance of these principles. Its membership is made up of college presidents, professors of education, college and university financial officers, and a university registrar. Its work is supported by the General Education Board. Bulletin 6 is the product of a subcommittee consisting of Commissioner George F. Zook, Chairman, who at the time of preparing the bulletin was President of the University of Akron; Rodney M. West, Registrar, University of Minnesota; Floyd W. Reeves, Professor of Education, University of Chicago; Lloyd Morey, Comptroller, University of Illinois; and G. S. Rupp, Auditor, University of Pittsburgh. H.M. Doult, assistant to President Zook, also contributed to the project. The details of the bulletin are largely the work of Mr. West, Commissioner Zook, and Mr. Doult. The report, therefore, has been prepared largely by those concerned with the problems of academic administration.

The interest of the National Committee in this problem was twofold. In the first place, it was recognized that the great variations that exist among colleges and universities in the methods of enumerating and counting students made the collection of comparable data on enrolments impossible.



Interinstitutional comparisons of enrolment data, for the most part, have been faulty and open to criticisms due to the fact that enrolments and registrations are not counted in the same manner at different institutions. One example of this variation relates to the period of residence necessary to include a student in the count of individual enrolments. Mr. West has presented data on this point in the first chapter of the bulletin. He says: "Reports from 277 institutions holding membership in the American Association of Collegiate Registrars showed 19 different resident-period requirements for inclusion in the total count. These resident requirements varied from 'residence throughout the term' to 'attendance at one class.' In some instances a fee payment is essential for inclusion in the count; in others, only the filing of the registration form is required."

Another variation is to be found in the use of units other than the student, such as the credit hour. Comparisons based on this unit are not always valid, either between institutions or within a single institution, due to the variations in the number of credit hours that are required in the different colleges, and in curriculums within a college.

The second reason for the interest of the National Committee in the problem of counting enrolments was the necessity for developing a standard and acceptable unit for the computation of costs. Cost accounting is primarily a financial problem; however, it cannot be dealt with satisfactorily without the cooperation of registrars and academic officers.

Four enrolment figures are suggested by the Committee, namely,

1. Total number of individuals enrolled.
2. Average active enrolments for the year.
3. Equivalent number of full-time student enrolments.
4. Student-credit-hour registrations in departments.

All students who have registered in the institution and whose registrations have not been cancelled are included in the count of total number of individuals enrolled. The term "cancelled" refers to those who, through failure to pay fees, lack of sufficient residence, or for other reasons, are interpreted by the individual institutions as having been can-

celled as of the beginning of the term or semester for which the enrolment is counted.

The average active enrolments for the year represent the total individual enrolments excluding all cancellations and other eliminations. This figure may be determined at a definite census date, such as the end of the third or fourth week, or some other date chosen so as to secure a figure that is representative of the number of students that must be provided for throughout the year, or it may be determined by averaging the number of students enrolled each week.

A full-time-student-equivalent represents one student carrying a normal full-time load for one academic year of approximately thirty-six weeks. A student carrying less than this load is counted as a fraction of a full-time-student-equivalent, depending on the proportion of a full load that is being carried.

The methods of determining each of these figures and the forms and schedules that may be used in the process are described in detail in the bulletin. An examination of the procedure will show that very little extra work is required in reporting enrolment data in the manner suggested. Small colleges, and institutions in which enrolments and registrations do not vary to any marked degree, will find that the average number of active enrolments, and the number of equivalent full-time students can be determined easily by the use of the first procedure recommended, namely, the use of the census date. Universities, and institutions in which registrations and enrolments change frequently, will be able to report accurate data through the use of the alternative method.

Information coming daily to the office of the Technical Secretary for the National Committee indicates that this suggested procedure is arousing very wide interest. The Office of Education desires to assemble statistics in this manner as rapidly as practicable. The National Committee hopes that registrars and other officers will study the bulletin and will give the procedures a trial, and that comments and criticisms will be submitted either to Mr. West or to the writer.

## EDITORIAL COMMENT

### A GOOD OMEN

Recently several voluntary contributions to the *Bulletin* have been received from or promised by assistants in registrars' offices and other related offices. It is a source of great joy to the Editor to receive voluntary contributions, and it should be taken by the registrars as an index of a healthy condition of the profession that the younger members of their staffs are interested in publishing the results of their studies. Furthermore, in the humble judgment of the Editor, these young people, from whose ranks our successors will be recruited, should be encouraged in their scientific attitudes and in their desire to publish.

More copy than could be used was available for this number. This is a novel experience for your Editor. Frequent repetitions of this experience will prolong his life and help him to improve the standards of the *Bulletin*. The scarcity of material in the past may have been a manifestation of modesty on the part of some of us. Surely it was not an index of a dearth of scientific work. That modesty is a virtue we do not deny, but let us not be so virtuous in this respect that the profession as a whole is denied the value of the work of its individual members.

### THE DIRECTORY

A directory of registrars will be published in the April number of the *Bulletin*. Correct information for this purpose is being sought by means of an inquiry which has already been sent to two sections of the mailing list and will be sent to a third and last section soon. Replies have not been received from all to whom the inquiry has already been sent. It is hoped that those who have not yet replied will do so at once, thus saving a second request, and that *all* who receive the next mailing of the inquiry will respond promptly.

The directory will include the names of the registrars of all institutions mentioned in the "Report of the American Association of Collegiate Registrars on the Accrediting of Educational Institutions," prepared by the Committee on Special Projects, insofar as the names of those not members of the Association can be ascertained from the registrars of the State Universities.

Suggestions pertaining to the form and organization of the directory will be welcomed by the Editor.

### STUDIES

Included with the request for information for the directory is a request from the Committee on Special Projects for a report of studies completed during the year ending June, 1933, and of each new project started during the same period. From approximately five hundred registrars to whom this request has already been sent, we have received very few reports of studies. It is possible that this is an indication of great limitation of studies in the effort to reduce expenses, or it may be that some registrars have neglected to report. If there are some who have studies to report and have not responded to the request, will you please communicate with the Editor now. For your convenience the information requested on each project is reproduced below.

1. Title or nature of project
2. Name of institution
3. Name of individual in charge
4. Approximate date of completion if it can be determined
5. If completed
  - (a) where published
  - (b) If not published, are copies of the report obtainable
    - (1) In mimeographed form
    - (2) Typewritten-subject to return

Bear in mind that there is one section of the mailing list to which the request has not yet been sent.

# PROFESSIONAL AND PERSONAL NEWS

## SECTIONAL MEETINGS

The eighth annual convention of the *Pacific Coast Association of Collegiate Registrars* was held at Sacramento, California, November 13 and 14, 1933, with approximately fifty in attendance. The formal papers and addresses on educational topics were as follows: "Curriculum Construction," H. C. Van Buskirk, California Institute of Technology; "A Uniform System for Units and Grade Points," E. B. Lemon, Oregon State College; "Guidance for the Student in His Educational Program," C. E. Corbin, College of the Pacific; "Cooperation Among Registrars' Associations," Harper W. Frantz, La Verne College; "Orientation Courses in 1928 and in 1933," Charles T. Fitts, Pomona College; "The Study-Habit Inventory," Gilbert C. Wrenn, Stanford University; "Effective Plans for Sectioning," Kenneth M. Kerans, Los Angeles Junior College; "Junior College and Upper Division, A Four Year Unity," Arthur A. Macurda, Cumnock Junior College; "The Interrelation of the University and the Junior College During Times of Economic Crisis," Philip D. B. Perham, Moran Junior College; "A Suggested Educational Program for an A.B. Degree," Miss Margaret Scott, Reed College; "Educational Uncertainties," Tully Knoles, President of the College of the Pacific; "If I Were a Registrar," E. I. Cook, Dean of Activities, Sacramento Junior College.

A Forum was conducted by Karl M. Cowdery.

Officers elected for the ensuing year are: President, C. E. Corbin, College of the Pacific; First Vice President, J. Kenneth Riley, Linfield College; Second Vice President, Imogene Platt, Humbolt State Teachers College; Third Vice President, George Schelcher, University of Santa Clara; Secretary, John A. Anderson, Pasadena Junior College; Treasurer, Margaret A. Scott, Reed College.

The Pacific Coast Association publishes the proceedings of its annual meetings. This number should be a particularly valuable one.

The *Illinois Association of Collegiate Registrars* met at Rosary College, River Forest, Illinois, on Friday, October 27, 1933, President John C. McHugh presiding. Sister Mary Ruth, President of Rosary College spoke in welcoming the association to Rosary College. The formal program was as follows: "Admission to the Medical Schools of the University," W. F. Cramer, Statistician, University of Chicago; "The Revised Form for Reporting Enrolment Statistics," George E. Van Dyke, Acting Technical Secretary, National Committee on Standard Reports; "Experimental Problems in Freshman Adjustment," Sister Mary Josephine, Department of Education, Rosary College; "Must We Follow Tradition in Matters Educational?," Agness E. Kaufman, Lewis Institute; "Research in the Office of the Registrar," George R. Moon, Examiner and Recorder, College of Medicine, University of Illinois.

A Question Box was conducted by B. J. Steggert, Registrar of Loyola University.

The following officers were elected for the coming year: President, Ernest C. Miller, University of Chicago; Vice-President, Miss Lorena M. Church, Blackburn College; Secretary Treasurer, Miss Angess J. Kaufman, Lewis Institute.

The Association will meet next year at Blackburn College, Carlinville, Illinois.

The new *Minnesota Association of Collegiate Registrars* met at the University of Minnesota, Saturday, November 4, 1933, R. B. Nell of Hamline University, President, presiding. The formal program was as follows: "Minnesota Colleges and the Distribution of Government Aid to Unemployed Youth," Harold Benjamin, Director of Teachers' Emergency Relief; "Policy of the University of Minnesota in Granting Advanced Standing to Students," Clara M. Koenig, University Examiner, University of Minnesota;

"Value of Compiling Uniform Annual Reports by the Registrars of this Association," R. M. West, Registrar, University of Minnesota.

The annual meeting of the *Kentucky Association of Registrars* was held at the University of Kentucky on October 27th. Approximately fifty representatives from the various Kentucky institutions were in attendance. The President, Mrs. Cleo Gillis Hester of Murray State Teachers College, presided.

The program consisted of a paper on "The Proposed Testing Program for Prospective College Students" by E. H. Canon, Registrar at Western Kentucky State Teachers College, a report of a study on "A Freshman Week Program" by Maurice F. Seay, Dean of Union College, and a round table discussion on the problem of the certification of teachers, conducted by Dr. R. E. Jagers, Director of Teacher Training at the State Department of Education, Frankfort.

The officers elected for the ensuing year are: Mr. Ralph E. Hill of the University of Louisville, President; Sister Charles Mary Morrison of Nazareth College, Vice-President; and Mrs. Margaret B. Kilby of Asbury College, Secretary.

The *North Carolina Registrars Association* met at Greensboro, November 9, 1933, with twenty-five in attendance.

A report on "What is the American Association of Collegiate Registrars Doing" was made by Thomas J. Wilson, Jr., Registrar of the University of North Carolina.

The following topics were discussed informally: "The Admission of Transfer Students"; "The Evaluation of Credits Presented by Students from Educational Institutions in Foreign Countries"; "What is a Registrar, and What Service Should a Registrar Render Students?"; "What Will be the Effect of the Eight Month School?"

The Association voted to approve legislation requiring that the records of defunct institutions be kept in the office of the State Department of Education.

Officers elected for the ensuing year are: President, Thomas J. Wilson, Jr., University of North Carolina; Vice-



President, Miss Marian H. Blair, Salem College; Secretary-Treasurer, Miss Era Lasley, Guilford College.

The *Association of Ohio College Registrars and Examiners* met at Wittenberg College, Springfield, Ohio, November 17 and 18, 1933, Miss Alice L. Butler, Western College for Women, President, presiding. The following topics constituted the formal program: "Recruiting High School Students for College, from the Standpoint of the Secondary School Principal," H. E. Claggett, Principal, Oakwood High School, Dayton; "The Possibility of General Selection of Students," Herbert A. Toops, Ohio State University; "Educating the Masses," Raymond Walters, President, University of Cincinnati; "Some Implications of the Emergency School for the Unemployed," E. S. Burdell, State Department of Education and State Relief Commission.

The *Nebraska Association of Collegiate Registrars* met at Nebraska Wesleyan University, Lincoln, Nebraska, November 24, and 25, 1933. Following are the topics discussed formally: "New Standards of the North Central Association," A. A. Reed, University of Nebraska, President of the North Central Association; "Certification of Teachers," Herbert L. Cushing, State Department of Education. There were other formal addresses, the titles of which were not reported. The topic, "How Are We Going to Arrange Our Offices for the New?" was the subject of a round table discussion.

## REORGANIZATION

### THE COLGATE PLAN

The Colgate Plan, toward the support of which the Carnegie Corporation of New York has made a grant of \$120,000, consists of two parts—a change in curriculum and a change in method.

After two years study, the faculty decided to divide the curriculum into six schools: physical sciences, including astronomy, geology, chemistry, physics, mathematics; biological sciences, including botany, zoology, psychology; so-

cial sciences, including history, politics, economics, sociology, education; philosophy and religion; fine arts; languages. Survey courses are required of each student in the first five of these schools, the object being to lay the whole field of knowledge before the freshman in order that he might know the content of each subject and use this as a basis for the choice of concentration and for his future vocation. At the end of his freshman year, the student selects a school of concentration, in which he takes a major part of his work in the sophomore year in introductory courses; and in his junior and senior years he concentrates in one department of that school.

The change in method includes assigning freshmen to preceptors, whose duty it is to try to develop them intellectually through an individual weekly meeting. In the sophomore year, students are given tutors connected with the school in which they are concentrating. They meet the tutor once a week and he directs them in supplementary reading. When the students become juniors and seniors, instruction is by the seminar-tutorial method in their field of concentration, in which they meet for individual work in small classes. The course comes to a climax in the comprehensive examination in the field of concentration at the end of the senior year.

The Colgate Plan is founded on results of modern experimentation in education and tries to follow the sanest and most successful methods.—GEORGE B. CUTTEN, *Pres.*

#### MOUNT HOLYOKE EXPERIMENT

Mount Holyoke College is this year trying an interesting experiment. Last spring it was learned that there was a group of students in Hartford and its vicinity, the members of which could not enter college because of their inability to meet the expense of attending a college far from home. The situation was presented to Mount Holyoke with the result that a freshman year of work was arranged to be carried on in the city of Hartford for such students as were qualified to meet our entrance requirement. The Young

Women's Christian Association offered the College the use of its buildings for classrooms and gymnasium work, and the instructors are present or former members of the Mount Holyoke Faculty with the exception of one who is a member of the Faculty of Trinity College in Hartford. The courses offered are identical with the courses given at Mount Holyoke, and the students will take the same final examinations as are given our students who are in residence. Sophomore classification will be given to these students at Mount Holyoke College if they pass their courses satisfactorily and desire to continue their college course here. Other colleges such as Wellesley, Smith, and Vassar, have given assurance that the Hartford students will be accepted on the same terms if they apply for a transfer to one of these institutions.—CAROLINE B. GREENE.

The University of Nebraska reports the following items of economy adopted in order to reduce the expense of the office.

1. Reduction of the staff.
2. Transfer of Hollerith Machines to a central bureau. The size of the printed schedule of classes has been reduced and the form changed in order to effect economies.
3. The summer school schedule was incorporated with the catalog instead of being printed separately.
4. Abbreviations were used in the course write-ups in the catalogs to reduce the number of pages.
5. Students call for their report cards at the end of the first semester instead of receiving them by mail.
6. A charge of 50 cents is made for the general catalog of the University, although a number of complimentary copies are sent to other universities and secondary schools. While the revenue from the sale of the catalogs has not been large, a material economy has been effected because the number printed has been reduced from 5,500 to 3,000.

The Central Y.M.C.A. College of Chicago is now operating as a four year coeducational institution, conferring the

Bachelor of Arts degree. Three hundred women were admitted in September, 1933.

The Principia, St. Louis, Mo., is operating this year for the first time as a four year liberal arts college. A change has been made from the semester to the quarter plan.

The Registrar's Office at Harris Teachers' College, St. Louis, Mo., has been discontinued as an economy measure. Miss Jean Kimber, formerly Registrar, now devotes her full time to teaching.

Edward J. Grant reports the following important developments at Columbia University:

1. Action of the faculty of Columbia College in giving power to the Committee on Instruction to waive at their discretion certain of the stated degree requirements.

2. Increased use of achievement tests. It has been proved that such tests are for the most part taken by students who are proficient in a subject and continue to be so in more advanced work taken subsequently.

There is no formal report to be made on these two items, but anyone interested may obtain more detailed information by writing to Dean Herbert E. Hawkes.

The Registrar and Examiner of Denison University now has control of admissions. The Admissions Office, which handled "field work", also has been discontinued.

#### APPOINTMENTS AND CHANGES IN POSITION

William Geer Spencer was advanced from Registrar to President of Franklin College, Franklin, Indiana, on July 1, 1933.

Wilfred Mauck, who for several years has been a Professor of History at Ohio University, has been appointed President of Hillsdale College, Hillsdale, Michigan.

F. O. Holt has been appointed, by President Frank, Chairman of a New Committee on Public Relations.

Paul Emerson Titsworth was inaugurated as the sixth President of Alfred University on October 20, 1933.

Waldo A. Titsworth, Registrar of Alfred University has been appointed Assistant Grand Lecturer of the Allegany Masonic District.

The Reverend Samuel K. Wilson, S. J., was recently appointed President of Loyola University, Chicago. He is succeeded as Dean of the Graduate School by the Reverend Francis Gerst, S. J.

Herbert L. Gridges, for a number of years Registrar of the College of William and Mary has been forced to resign on account of ill health. Miss Kathleen Alsop has been appointed to succeed him.

Raymond D. Mead, formerly Registrar at Stephens College, Columbia, Missouri, is now Principal of the Scottsbluff, Nebraska, High School. Mr. Mead was at the University of Chicago last year and completed his Master's degree.

Miss Ruth S. Harley has been appointed Registrar of Adelphi College to succeed Miss Bertha S. Jones whose marriage is announced elsewhere. Miss Harley was Secretary to the Dean.

W. P. Clement has been appointed to succeed the late E. L. Dohoney as Registrar of the Texas Technological College.

Elmer C. Warren has succeeded Malcolm B. Mower as Registrar of Colby College.

Mrs. Evelyn A. Carter resigned from her position as Recorder of Mills College in August. No report has been received of an appointment of her successor.

Sister Boniface Goffney was appointed Registrar of Albertus Magnus College, New Haven, Connecticut, in September, 1933.

## DEGREES AND HONORS

## PAY TRIBUTE TO K.P.R.

On October 7, 1933, 250 of the alumni of the University of Western Ontario gathered at the Hotel London in honor of our good friend and colleague, K. P. R. Neville, at the end of a quarter century of service. It is said that this occasion was without precedent in the history of the institution.

Dr. Neville jointed the Staff of the University in 1908 when four full-time professors and an equal number of part-time men supervised the academic programs of less than a hundred students. The President, in speaking of him, paid tribute to his "sense of loyalty, his mastery of epigram, his genius as a teacher and a trainer of youth, his powers of administration, and above all his innate courage when days were dark for the little college, fighting for recognition among older institutions of learning in Canada, the United States, and Great Britain."

That is a lot for a president of say of a registrar. Dr. Neville's colleagues in the American Association of Collegiate Registrars say "amen" and join the alumni of the University of Western Ontario in singing his praises.

J. H. Bacon, Registrar of Kalamazoo College, was granted the degree of Doctor of Literature by Kalamazoo College on the occasion of its centennial celebration. Mr. Bacon has served as Registrar since 1918 when the office was created.

Donald H. Steward, Registrar of the Central YMCA College of Chicago, received the degree of Master of Arts from the University of Chicago in June, 1933. The title of his dissertation is: "Relation between Predicted and Actual Grades Given in a Junior College."

## BIRTHS—MARRIAGES—DEATHS

K. J. Kennedy, Registrar of Syracuse University was married on June 17, 1933, to Miss Gladys M. Kleit of Syracuse.

Bertha S. Jones, registrar of Adelphi College, 1922-33, was married on July 12, 1933, to Dr. Frank Dickenson Blodgett, President of Adelphi College.

John R. Effinger, Dean of the College of the University of Michigan, died on June 7, 1933.

A daughter, Alice Lake, arrived on July 22, 1933, at the home of Edwin L. Setzler, Lenoir-Rhyne College.

### MISCELLANEOUS

#### CONFERENCE ON GUIDANCE AND PERSONNEL

A ten-day Conference on Guidance and Student Personnel was held at Stanford University July 5-15 with Dean Grayson N. Kefauver of the School of Education as Director. There were 188 registered as in attendance at the conference from sixteen states and one foreign country. Two lectures were given each evening with discussion sections in the afternoon. The afternoon meetings were in two sections, one for workers in higher education and one for secondary school people.

Following are the formal papers and addresses: "Problems Creating Need for Guidance in Secondary Schools," Dean-elect Grayson N. Kefauver; "Student Personnel Problems in Colleges and Universities," Professor Walter C. Eells; "Economic and Occupational Changes and their Implications for Guidance," Professor William M. Proctor; "Recent Social Changes and their Implications for Guidance," Professor Percy E. Davidson; "Developments in Mental Hygiene and their Implications for Guidance," Dr. Norman Fenton, Director of Bureau of Juvenile Research, State of California; "Programs of Guidance in High Schools of California," Dr. Nicholas Ricciardi, Chief of Division of Secondary Education, State Department; "Organizations of the Guidance Service in Public Schools," Professor William M. Proctor; "Can There be a Scientific Basis for Guidance?," Dr. W. T. Alexander, Lecturer in Education, Glas-



gow University, Scotland; "Measurement of Effectiveness of Programs of Guidance—A Report of the Carnegie Investigation," Dean-elect Grayson N. Kefauver, Director of Carnegie Investigation, and Acting Professor Harold C. Hand, Assistant Director of Carnegie Investigation; "Measurement of Interests in Guidance," Professor Edward K. Strong; "Measurement of Aptitudes in Guidance," Professor Reginald Bell; "Informing Students about Vocational and Other Opportunities," Dr. C. Gilbert Wrenn; "Courses in Educational and Occupational Information in Secondary Schools," Acting Professor Harold C. Hand; "Counseling with Students in the High School and Junior College," Mr. Archie M. Turrell, Counselor, Pasadena Junior College; "Counseling with Students in the University," Dr. C. Gilbert Wrenn.

The Registrar's Office of the University contributed considerably to the program, Dr. J. P. Mitchell, Registrar, making one presentation before the higher education section, Dr. Karl M. Cowdery, Associate Registrar, making two presentations before the same section while Dr. C. Gilbert Wrenn, Assistant Registrar for Student Personnel, served on the governing board of the conference, acted as joint director (with Professor W. C. Eells) of the section on higher education and gave two of the evening addresses. Registrars Fred E. Aden of the University of Colorado, S. L. Brintle of the Long Beach Junior College, and Anne Carmichael of the Santa Rosa Junior College were in attendance throughout the conference.

Interesting out-of-state visitors to the conference were Dr. Franklin J. Keller, Director of the National Occupations Conference, New York City, and Dr. W. T. Alexander, Lecturer in Education, University of Glasgow, Scotland.

The informal nature of the afternoon sessions was a welcome feature of the conference. The secondary schools section utilized the panel form of discussion while the higher education section had two twenty-minute presentations each two-hour session with a lively discussion following. These presentations were of concrete programs or specific studies

and served as a healthy balance to the more inclusive papers in the evening.

There was a lively interest displayed by the students in the conference, about half of whom enrolled for credit, and a concerted demand for a repetition in the summer of 1934.  
—C. GILBERT WRENN.

#### MANUSCRIPT BUREAU

The University of Chicago Press has inaugurated a new publishing service called the Manuscript Bureau. This new service starts from the point of view that the most important problem in publishing is the choice of a publisher. The Press has cordial relations with the publishers of the country and has valuable information about their special facilities for doing certain types of publishing. The Manuscript Bureau will be equipped to render the following services:

1. Solicit and secure publishing proposals from commercial publishers.
2. Advise in the choice of the publisher whose services would seem to promise the largest possible return for literary effort.
3. Supervise the execution of publishing agreements.

Books placed by the Bureau will, in most cases, be published with a distinctive colophon on the title page. This mark, indicating the origin of the book and the approval of the Board of University Publications, will identify these projects in the lists of commercial publishers.

#### FIFTY YEARS OF SERVICE TO THE OLD DOMINION

The State Teachers College at Farmville, Virginia, is celebrating its fiftieth anniversary year. The college was founded in 1884 and has had only four presidents. The present head, Dr. Joseph L. Jarman, is entering his thirty-second year as executive head of the institution. It has had almost as many names as presidents. Founded under the name, State Female Normal School, in 1914 it became the State Normal School

for Women at Farmville, and, in 1924, acquired the present name, State Teachers College. The privilege of conferring degrees was granted in 1916.

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On May 5 of this year the ninety-seven year old Administration Building of Wake Forest College was lost by fire. Nothing was saved from the Registrar's office except the records in safe and vault. All permanent records were preserved intact. One large room in a wing of the Library was made available for temporary quarters for all of the Administrative Offices. A new fireproof structure containing several classrooms and the Administrative Offices is under construction and is expected to be ready for occupancy at the celebration of the Centennial of the College in May 1934.

Miss Carrie Mae Probst reports that at the Second Educational Conference held in conjunction with the Third General Meeting of Institutional Members of the Educational Records Bureau November 2 and 3 in New York City, the following registrars were in attendance: William Mackay Smith, Lafayette College; Mrs. Bernice D. Lill, Sweet Briar College; Ezra L. Gillis, University of Kentucky; Thomas James Wilson Jr., University of North Carolina; Millard E. Gladfelter, Temple University; Miss Rebecca C. Tansil, State Normal School, Towson, Md.; Miss Carrie Mae Probst, Goucher College.

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GIATE REGISTRARS, 1910-1933<sup>1</sup>

EDITOR'S NOTE: This bibliography includes, in general, only the articles that were published under a title. The few exceptions are banquet addresses, papers read in sectional meetings, etc. Reports of committees and other business matters are not included except a few items of special or peculiar significance.

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## THE REGISTRAR—HIS ROLE AND FUNCTIONS

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## NEW BOOKS

*The Administration of Student Personnel Services in Teacher-Training Institutions of the United States.*<sup>1</sup>—The need of some type of student advisory service in colleges and Universities is becoming quite generally recognized. Just what specific functions shall be performed and how the procedures shall be administered are questions still being investigated. A number of descriptions of the practices which are found in leading colleges and universities have been published. Very few attempts have been made, however, to make a critical evaluation of these practices. The author of this study undertakes such an evaluation.

He has compiled a comprehensive list of activities entering into a personnel program. These he has classified under the following heads:

The Selection of Students

The Advisement of Students

Integration of Personnel Services

The technique of evaluation consists in assigning certain score values, ranging from  $-2.5$  to  $+2.5$ , to each item in an extensive list by fifty-seven experts, so-called "jurors." The total score for each of the items listed is the mean score of the values assigned by the "jurors."

The check list or score card which has been developed by this technique is recommended as an instrument to be used by administrative officers in teachers colleges in evaluating their personnel programs. It is proposed also that the results of the study may be used as a guide in introducing desirable personnel procedures in teachers colleges.

A number of specific recommendations summarizing the

<sup>1</sup> Townsend, Marion Ernest, *The Administration of Student Personnel Services in Teacher-Training Institutions in the United States*. Teachers College, Columbia University, Contributions to Education, No. 536. Bureau of Publications, Teachers College, Columbia University, New York 1932. Pp. ix+115. \$1.50.

results of the investigation constitute the concluding chapter.

This study represents a unified and well organized investigation. The technique employed in validating the scale is open to the criticism which attaches to any validation based upon pooled judgments, *viz.*, the possibility of judgments being weighted by personal bias, and the difficulty of judges not intimately associated with a given type of institution rendering a valid opinion regarding the needs of that type of institution. It is noted, for example, that sixty-six and two-thirds per cent of the "jurors" in this study were located in a few eastern states; only about ten of the fifty-seven are identified with teachers colleges, and six of these ten are in the same institution. The teachers colleges which are studied, on the other hand, are well distributed over thirty-nine different states. Geographical location should theoretically have no effect upon the opinion of competent jurors, but the writer of this review feels that the values attached to certain items may reflect a constant bias of judgment.

A question will also arise in the mind of the reader regarding the use of teachers colleges as a distinct type of institution. It appears that the check list employed is just as applicable to the liberal arts college as to the teachers college. Moreover, large and small teachers colleges will differ just as widely regarding the type of personnel program which is adapted to their needs as will teachers colleges and liberal arts colleges or technical schools. It would probably be more practical to classify institutions according to size and to study the needs for personnel service on this basis.

On the whole, this study contains one of the most complete check lists of personnel functions which has yet been published. While the values attached to each item may be open to question, this list can well be used by an administrative officer in making a survey of the personnel program in his own institution or in the organization of new personnel procedures.

A. J. BRUMBAUGH

*Comparative Education.*—A long felt need of officers of admission has been supplied by a recent book on *Comparative Education*.<sup>1</sup> The book is a comparative study of the organization, administration, scope, curricula, and purpose of the school systems of England, France, Germany, Italy, Russia, and the United States.

In the first three chapters the author discusses what he feels to be the fundamental bases—national and political—of all systems of education, and, throughout the book, applies this functional analysis to the various countries. In Chapter IV, he discusses the organization of national systems of education; in Chapter V, the administration of education; in Chapters VI and VIII, elementary and secondary education; and in Chapters VII and IX, the preparation of elementary and secondary school teachers.

The chapter on secondary education should prove to be a valuable reference in the evaluation of foreign credentials, for it contains tables indicating the subjects studied and the class meetings per week in each year of the secondary school course. In the section on Germany, for example, this manner of defining the curricula is used for the following types of schools: Gymnasium, Realgymnasium, Reformrealgymnasium, Oberrealschule, Deutsche Oberrealschule, and Aufbausehule.

The chapter on national systems should be fully as illuminating, because the national systems are charted in such a manner as to show the types of schools in their relation to each other and to the University, the number of years and the levels encompassed by each type of school, and the corresponding ages of students attending them.

The reviewer has had the book on his desk for only a short time and has already found it very helpful in several instances. It should be a valuable handbook for all for whom the evaluation of foreign credentials is a problem.

R.W.B.

<sup>1</sup> Kandel, I. L., *Comparative Education*. Boston: Houghton Mifflin Company, 1933. xxvi+922 pp. \$4.00.



*Information on Christian Colleges in China.*—This bulletin<sup>1</sup> of the China Christian Educational Association represents a compilation of pertinent facts regarding the organization, history, entrance requirements, graduation requirements, degrees offered, nature and size of faculty and equipment, and, in some cases, additional items regarding thirteen colleges and universities, six separate professional schools, a statement of facts regarding three central educational organizations, and a list of institutions that have been combined with others or closed. The material provided is both interesting and valuable inasmuch as it shows the relation of these particular organizations to the general educational system in effect in China. For the admission officer, however, when he is seeking to evaluate specific credentials from one of these institutions in comparison with American standards, there is practically no basis for making a definite evaluation. The relative quality of work done or the extent to which the individual institution lives up to the standards which appear in the general government regulations are not discussed. The assumption from reading the bulletin would be that all of these institutions are of equivalent standing if their admission requirements and graduation requirements are similar.

Information from other sources has led us to believe that this is not the case. Within the limitations of the scope of this monograph, the material is interesting and valuable.

Karl M. Cowdery

*A Contribution to the History of American Education.*—In this period of reorganization of higher education it is appropriate to look into the past and consider the influences that have played a part in the rapid progress of the college movement. The opportunity is provided in a book<sup>2</sup> that originated in Teachers College.

<sup>1</sup> Cressy, Earl Herbert, *Information for Admissions Officers Concerning Christian Colleges in China*, Christian Education Association Bulletin, 1933, No. 31. 23 Yuen Ming Yuen Road, Shanghai, China.

<sup>2</sup> Tewksbury, Donald G., *The Founding of American Colleges and*

There are four chapters in the book, as follows: Chapter I, "The Moving Frontier and the American College"; Chapter II, "The Founding of Denominational Colleges Before the Civil War"; and Chapter III, "The Founding of State Universities Before the Civil War." The Appendix contains a complete list of the 182 permanent colleges and universities founded before the Civil War, arranged by States.

Chapter I contains a list of these same 182 colleges arranged in the order of their founding. There is given, in connection with each institution, the date of the charter, legal changes of name with dates, changes of location with dates, reference to state laws of incorporation, and the early denominational affiliation or association. Chapter II lists the same institutions by denominations. Chapter III lists the state universities in the order of their founding.

The book makes a real contribution to the history of American education because it supplies accurate and definitive data on the founding of colleges in America, where errors of fact and of interpretation were abundant. The author's technique was scholarly. He consulted the legal histories of all institutions claiming to have been founded before the Civil War in order to establish the accuracy of their claims and consulted other sources to avoid the omission of any college that should be included. Sources are carefully cited in footnotes and an extensive classified bibliography is included in the Appendix.

Registrars should find the book a valuable addition to their libraries.

R. W. B.

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*Universities Before the Civil War.* New York: Teachers College Columbia University, Contributions to Education No. 543. 1932. Pp. x+254. \$2.50.

## IN THE JOURNALS

"High School and College Records," B. L. Stradley, *The Journal of Higher Education*, IV, 7 (October, 1933), Pp. 370-374.

An analysis of the records at Ohio State University of the successful contestants in the Ohio general scholarship tests for high school seniors.

"Fact and the Comprehensive Examination," Edward S. Jones, *The Journal of Higher Education*, IV, 7 (October, 1933), Pp. 361-364.

The author, who is Director of Personnel Research at the University of Buffalo and author of *Comprehensive Examinations in American Colleges*, presents some generalizations reached through his investigations.

"In the average American college examination the student has little opportunity for original thinking. He is asked to give either facts, closed and definite, or else short discussions, almost as closed, which are likely to be summaries from textbooks.

"A serious difficulty in the new type objective forms of questioning is that it is difficult to get items which are not narrow facts."

"Educational Guidance is Now Possible," Max McConn, *The Educational Record*, XIV, 4 (October, 1933) Pp. 475-499.

Discusses the facilities available for educational guidance, outlines an ideal guidance program, and describes briefly the state-wide testing programs now in operation.

"The 1933 College Sophomore Testing Program," Committee Report, *The Educational Record*, XIV, 4 (October, 1933), Pp. 522-571.

Results of the testing of college sophomores in 134 colleges with the Cooperative Test Service.

An amazing variability among colleges, even among accredited colleges, and among individuals within each college, is shown. The results of this testing program constitute a serious challenge of the practice of imposing a standard curriculum upon a college student body.

"Curriculum Revision in the College of Literature, Science and the Arts," John R. Effinger,\* *University of Michigan Official Publication*, XXXIV, 8 (August 13, 1932).

An account of the work of a faculty committee at the University of Michigan in the improvement of the curriculum of the College. The closing paragraph reads as follows: "This plan is unheralded and unsung; it has had no spectacular publicity, and it does not propose to modify profoundly the academic structure of the University. It does, however, make it incumbent upon the student to think and work intelligently, and we feel confident that the result will be an increased interest in study and a higher scholarship average."

\*Dean Effinger died on June 7, 1933.

The October number of the *Journal of Educational Sociology* should be of unusual value to all interested in the effort to determine educational values. It is edited by Dr. David Snedden of Teachers College, Columbia University. Each contributor was "urged to suggest and illustrate techniques by which educational values might now be estimated or be presently more accurately determined." The contributions represent a wide range of interest and vary from a philosophic to an experimental approach.

#### BEG PARDON

The College of St. Francis, Joliet, Illinois, was omitted through an oversight from the revised ratings of colleges. It should have appeared as follows, in the Illinois list:

6\* College of St. Francis, Joliet, Illinois.

For recommended students, including graduates.

### **Contributors to This Number**

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